

**Texas Education Agency  
Standard Application System (SAS)**

**2017–2018 Perkins Reserve Grant**

<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2017 OCT 26 PM 3:38              DOCUMENT CONTROL CENTER           </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>				
Organization name	County-District #		Amendment #	
LEVELLAND ISD	110902			
Vendor ID #	ESC Region #			
	17			
Mailing address		City	State	ZIP Code
704 11 <sup>th</sup> Street		Levelland	TX	79336
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Donna	P	Pugh	Director of Instructional Services & Federal Programs	
Telephone #	Email address		FAX #	
806-894-9628 x1218	<a href="mailto:dpugh@esc17.net">dpugh@esc17.net</a>		806-894-2583	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Heidi		Blair	Director of Curriculum	
Telephone #	Email address		FAX #	
806-894-9628 x1202	<a href="mailto:hblair@esc17.net">hblair@esc17.net</a>		806-894-2583	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Donna	M.I. P	Last name Pugh	Title Director of Instructional Services & Federal Programs
Telephone # 806-894-9628 x 1218	Email address <a href="mailto:dpugh@esc17.net">dpugh@esc17.net</a>		FAX # 806-894-2583

Signature (blue ink preferred)

Date signed  
October 20, 2017

*Donna P. Pugh*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Funds from the Perkins Reserve Grant will be used to provide funding for enhancing existing Health Science and Human Services career clusters at Levelland High School. Specifically, the grant is requesting classroom sets of Chromebook carts for Anatomy and Physiology and Health Science courses within the HEALTH SCIENCE cluster and for the Family and Consumer Sciences (FCS) courses (Child Development, Lifetime Nutrition & Wellness, Interpersonal Studies) to ensure that our students have access to the latest technology, labor market and career information, and innovative practices in acquiring academic skills, technical skills and knowledge within their respective career clusters.

For the three areas listed above, grant funds would be used to provide:

1. 1 Chromebook Cart,
2. 30 Chromebooks and
3. 30 Chrome OS Management Licenses.

This project of adding Chromebooks in these CTE classrooms will improve student outcomes by providing more cutting edge and real world educational opportunities for Levelland High School students. These new and enhanced programs of study will excite and engage our students in deeper learning. That is our expectation.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With increased technology, high school learners will have greater opportunity to acquire knowledge, skills and abilities in career clusters leading to high-demand and high wage jobs in our community and region. For example, students in our Health Sciences programs will gain skills and even certifications to better prepare them for high demand jobs such as registered or licensed nurses. In the FCS courses, students will gain skills in interpersonal communication, value of collaboration in the workplace, importance of time management, work ethics, professionalism and problem-solving skills to become prepared and ready to meet labor market demands for services positions such as sale representatives and first-line supervisors. According to Texas Career Check, these skills closely align with job tasks for such positions. In addition, according to O'Net, the majority of people employed in this occupation have only a high school diploma or GED. Therefore, by ensuring that Levelland High School students learn and practice these skills, we are placing them in a position to obtain a job and to fill the needs of our local job markets.

Both the Health and Human Science career clusters have a coherent sequence of courses to ensure our students are equipped, educated and ready to assume these roles in our community. In Health Science, the coherent sequence might include: 1) Principles of Health Science, 2) Health Science, 3) Practicum in Health Science [which includes Certified Nurses' Aide industry certification] and 4) Anatomy & Physiology (also offered as an AP course). In Human Services a sequence might include: 1) Principles of Human Services, 2) Interpersonal Studies, 3) Lifetime Nutrition and Wellness, and 4) Child Development [offered on high school campus and also in partnership with our local community college] or Practicum in Human Services. Practicums provide on-the-job training in human services and clinical training with our local medical institutions.

With increased opportunities and enhanced programs of study, students will increase academic and technical knowledge in skills. In Anatomy & Physiology classes, having the addition of the technology that the Chromebooks will provide our learners opportunities to even further explore interactive laboratories and dissections. In Health Sciences courses, Chromebooks could be used to extend learning from school to home and would be able to view skills and then practice what they have observed almost firsthand. In our FCS classes, the added technology will allow for learning to come to life as students can simulate living on a budget created as a result of the job or career they have selected. As a result of having more real work and cutting edge educational opportunities, students will achieve higher levels of engagement and, therefore, deeper learning. This learning is then transferred into workplaces in our community, our region.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 110902	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$32,700	\$	\$32,700	\$6,540
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$32,700</b>	<b>\$</b>	<b>\$32,700</b>	<b>\$6,540</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$32,700
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$1,635

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$0</b>	<b>\$0</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$32,700	\$6,540
<b>Grand total:</b>		<b>\$32,700</b>	<b>\$6,540</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 1106902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 110902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	520	65%	
Limited English proficient (LEP)	16	2%	
Attendance rate	NA	93.3%	
Annual dropout rate (Gr 9-12)	NA	3%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	53	23%	
6-10 Years Exp.	38	17%	
11-20 Years Exp.	73	32%	
20+ Years Exp.	57	25%	
No degree	2	1%	
Bachelor's Degree	185	80%	
Master's Degree	42	19%	
Doctorate	1	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										208	184	210	183	785

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										3	3	3	3	12

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Career and Technical Evaluation has been completed as our needs assessment. As a part of our Carl Perkins and Career and Technical Education programs, all CTE staff members were asked to evaluate program areas. The Career and Technical Evaluation was distributed to all CTE staff members. Seventeen staff members received the evaluation and 14 completed it; or an 82.4% return rate.

CTE staff members were asked to rate the following characteristics related to providing a quality CTE program:

1. Facilities & Equipment,
2. Instructional Objectives, Occupational Competencies & Essential Knowledge and Skills,
3. Instructional & Resource Materials,
4. Methods of Instruction and
5. Opportunities for Employment.

The teachers who completed the survey represented a total of 1,381 middle and high school students. Twenty-one percent reported that our resources are below quality to this question: "Tools and/or equipment, provided in the instructional areas, are comparable to those used in business and/or industry." CTE teachers also reported some below quality areas in regards to Instructional Objectives, Occupational Competencies and Essential Knowledge & Skills, but with the newly adopted materials through the 2017 CTE Proclamation, most curriculum needs have now been satisfied. In addition, 7% also reported below quality results to this Instructional and Resource Materials statement: "A variety of instructional materials is available and used to accommodate student differences, such as varying reading levels and learning styles." This would include ensuring that linguistically appropriate services and others needed to effectively serve special population groups are provided. These areas were the only ones which showed evidence of being below quality and, therefore, became our priorities. Even though a couple of the CTE teachers surveyed taught at the Middle School, Levelland High School is the only campus to be served through this grant program.

Based on these results, with funding from the Perkins Reserve Grant, our technology resources would be enhanced, providing targeted instruction for subject matter content and for meeting the varied needs of our learners—65% economically disadvantaged, 64% Hispanic, 5% Black, 30% White, 2% LEP, 2% Homeless, 57% At-risk, 15% Special Education. In addition, 97% of Levelland High School students are enrolled in a coherent sequence of course that includes CTE programs. As we continue to enhance CTE programming efforts with grant funds such as the Perkins Reserve, we hope to increase this number, too.

In addition, another needs assessment would be the course selections that our students make annually. Health Science programs continue to remain at maximum capacity. Human Services provides more courses and options, but still remains strong.

These needs justify our desire to enhance our Health Science and Human Service career clusters. We believe the added technology will help us do that.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Tools and/or equipment, provided in the instructional areas, are below the quality to those used in business and/or industry.	As a result of technology providing enhanced learning experiences, students in Health and Human Services Career Clusters will increase academic and technical knowledge and skills. As a result, this gain in knowledge would equip our students to fill labor market needs in our region for high skill, high demand and high wage occupations.
2.	A variety of instructional materials is available and used to accommodate student differences, such as varying reading levels and learning styles, but is below quality needed.	As a result of technology providing enhanced learning experiences, students in Health and Human Services Career Clusters will increase academic and technical knowledge and skills. As a result, this gain in knowledge would equip our students to fill labor market needs in our region for high skill, high demand and high wage occupations.
3.		
4.		
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Health Science Instructor	Healthy Science Technology Education Certification; Trained in CTE Work-based Learning; Completed Fingerprinting Requirement; Registered Nurse (with three years of practice) and enthusiasm and willingness to best serve our CTE students
2.	Anatomy & Physiology Teacher	Bachelor of Science; Biology Certificate; Completed Fingerprinting Requirement; and excited to teach our CTE students
3.	Family & Consumer Sciences Teacher	Family & Consumer Sciences (or equitable) Certificate; Master's Degree in FCS; Completed Fingerprinting Requirement; and a passion for the subject matter and the CTE students taught
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase Chromebook Carts	1. Secure bids	12/13/2017	12/20/2017
		2. Purchase CTE technical tools	12/21/2017	12/21/2017
		3. Submit MOU detailing grant partners	12/13/2017	03/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Improved Academic Performance (CSF #1)	1. Receive and set up Chromebook carts	01/08/2018	01/15/2018
		2. Provide professional development needed	01/08/2018	02/01/2018
		3. Begin documenting strategies in lesson plans	02/01/2018	05/25/2018
		4. Utilize new strategies in lessons	02/01/2018	05/25/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Assess student achievement as a result of grant resources	1. Teacher observation and other assessments	02/01/2018	05/25/2018
		2. Three-week progress reports/Six-week report cards	02/01/2018	05/25/2018
		3. Professional Learning Community to evaluate progress/successes/avenues for improvement	02/01/2018	05/25/2018 & ongoing
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Student Certifications	1. Apply for and take industry certifications	04/02/2018	06/01/2018
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Statutory & TEA Program Requirements	1. Complete intermediate reporting as directed by TEA	12/13/2017	08/31/2018
		2. Complete end of grant reporting.	05/25/2018	08/31/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:



**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A size and scope for each of our CTE courses in Levelland ISD is used to plan programs. This drives successful instruction to teach TEKS for each course. With this planning in place, a variety of methods are used to measure attainment of goals and objectives. Students achievement is measured via a variety of methods in the classroom—assignments, project-based learning, participation, skill attainment. In addition, scores earned are shared with students and parents on a six-week basis with a three-week progress report midway through the grading period. For the courses involved in this grant (and CTE programs in general) to ensure our students are ready to assume the jobs available in our community, the curriculum will be appropriately aligned to marketable skills in the identified high-demand occupations.

CTE teachers are able to meet with Professional Learning Communities (PLC) weekly to discuss and plan across curriculum and to be able to provide integral learning which supplements core subjects. For example, each week every CTE classroom writes one assignment or summary. Each of these is graded and feedback is given to the students. As a result, CTE teachers are teaching their TEKS while bringing interdisciplinary skills to life in the eyes of learners. Many times, our learners think writing is only used for English but in CTE, the concept is reinforced as students gain writing skills which they learn will be essential in the workplace, too. Many other skills taught are also interdisciplinary in nature.

Each six-weeks (on average) we have a PLC day in which teachers can plan for the next six-weeks. On these days, CTE teachers will review scope and sequence and compare to student achievement. Results of goal attainment will be shared with administrative staff, too.

Using these strategies, we will monitor that teachers have taught all concepts so that students have gained the skills to prepare them for the next course, an industry certification or possibly even a part-time job in our community.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The tools that are being purchased with the funds of this grant will be accessible for years. Our district has researched that Chromebooks are not only more affordable and, therefore, more cost-efficient to maintain than laptops and tablets. It is a long-term goal in the district that all high school students would eventually have their own device to carry to all classes and home. But with the support of this funding, CTE courses will already be using this technology to enhance instruction and skill acquisition.

We will maximize the effectiveness of these tools to the highest extent possible. For example, if another CTE course/teacher has a need to enhance certain lessons and the Chromebooks will not be used that day or could accommodate both classes, we fully expect them to be used as much as possible, as effectively as we are able.

Our staff members were integral in the planning of this grant to provide Chromebooks for all students in their classes; therefore, we expect full buy-in and use. If for some reason this does not occur or if we have a staffing change, we will make the necessary adjustments.

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By TEA staff person:

**Schedule #15—Project Evaluation**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	CTE student progress and achievement	1.	3-week student progress reports
		2.	6-week report cards
		3.	Parent Access—which gives parents access to all assignments/grades
2.	Number of uses of Chromebooks in CTE classroom instruction	1.	Lesson plan documentation
		2.	Student survey to document use/effectiveness
		3.	
3.	Staff reflection	1.	Staff survey to evaluate use of grant resources and what needs to be changed or modified to enhance instruction and student achievement
		2.	
		3.	
4.	Assess Performance Measures	1.	Collect data to report on mandatory performance measures
		2.	
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection will be used to assist in improved implementation of programs put into place as a result of the Perkins Reserve Grant. On the classroom level, we will be able to use lesson plans and data from Skyward to determine impact of student achievement with program activities (as in the number and types of usage of the Chromebooks) as well as the number of students served. In addition, student-level academic and attendance data will also be obtained via Skyward programming. Just as example, with enhanced instruction and student engagement, student attendance is expected to improve.

As with any technology project, it will be essential to partner with the IT department to ensure that use of the Chromebooks is maximized for student benefit.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

When reviewing the Texas Career Check Occupation Trends for our region specifically, it was apparent that Levelland High School had programs in place to prepare our students to be ready to go to work in the high demand, high wage jobs. Jobs in Health Science and Human Services Career Clusters were aplenty. The high-demand occupations and related programs of study included in this grant were developed in collaboration with the Texas Workforce Commission.

Health Science is one of our programs that reaches capacity annually. As a result, this teacher has been asked to make a long-term plan about how we could expand Health Science programming. Possibly we could offer some classes that would be taught by a science teacher, for example. We will definitely continue with our practicum—which includes clinicals (mentoring) and obtaining Certified Nurses' Aide certification for our students. After completing the Health Science coherent –sequence of courses, our students will be well on their way to at least two jobs on the Occupations Trends list for Region 2: Registered Nurses (which was actually number one on the list) and Licensed Practical and Licensed Vocational Nurses.

Likewise, there were Family and Consumer Sciences service positions available. As a matter of fact, at least one of the First-line Supervisors jobs stated specifically that most people employed in this type of position had graduated only from high school. In addition, courses such as Child Development and Interpersonal Studies teach those soft-skills that so many employees want schools to provide for their future employees. In addition, these FCS courses could eventually lead to some Education and Training programming efforts. Many of the skills and concepts for Human Services and Education overlap.

Levelland ISD and Levelland High will continue to work with the Texas Workforce Commission in Levelland. They have provided professional development and we have also explored other opportunities to get our graduates into trade/technical programs. This is a favorable project as we have a local robust community college.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as student's progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

An example of one program meeting the elements of Carl Perkins is with the Human Services Career Cluster (Public Service Endorsement). All students who have chosen the public service endorsement initially take and complete the Principles of Human Services class during their first year of high school—possibly later if changing endorsements. After this course, students can choose from these following classes for their coherent sequence: Dollars and Sense, Interpersonal Studies, Lifetime Nutrition and Wellness and/or Child Development. Students who complete Child Development also receive articulated credit at our local junior college for CDEC 1321 The Infant and Toddler. Students within the Human Services Career Cluster can also take Cosmetology Courses (CSME 1401, 1405, 1443 and 1447) to be well on their way to a cosmetology certification at our local junior college. In addition, a Practicum in Human Services is also available.

In these Human Services courses, the learners gain knowledge and skills specific needed in order to enter a career in cosmetology, child care or another human services field.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

In the Public Services Endorsement, Health Science provides the following crosswalk:

1. The first course is Principles of Health Science. This course is offered to all freshmen who have selected the Public Services Endorsement. If a 10<sup>th</sup> grade student changes his/her endorsement, this is also available to them.
2. Health Science Theory is the second course. When scheduling allows or with the addition of additional certified and medically trained staff, we could also offer the Health Science Clinical—which can be taught concurrently with Health Science Theory. Health Science is offered as an articulated course with our local community college.
3. Practicum of Health Science is the next course. This course is double-blocked and uses mentoring from several of our local medical partners—Lynwood Nursing Home, Levelland Nursing Home, College Avenue Vet Clinic, Covenant Hospital-Levelland, Levelland Clinic North and Levelland Clinic South. As students gain and practice skills, they prepare and take the Certified Nurse Aide certification exam.
4. The next course is Anatomy & Physiology. It is also taught on the Pre AP level.
5. After students complete these components, there is Pathway to South Plains College to obtain an Associate of Science degree. This includes the following courses that a Levelland High School student can earn credit in all of these courses:
  - Biology 1408 (Dual Credit),
  - Biology 1409 (Dual Credit),
  - Economics 2301 (Dual Credit),
  - English 1301 (Dual Credit),
  - English 1302 (Dual Credit),
  - History 1301 (Dual Credit),
  - History 1302 (Dual Credit),
  - Government 2305 (Dual Credit),
  - Government 2306 (Dual Credit),
  - Math 1314 (Dual Credit),
  - Math 2412 (Dual Credit),
  - Spanish 1312 (Dual Credit),
  - Spanish 2312 (Dual Credit),
  - Speech 1321 (Dual Credit),
  - Arts 1301 (Dual Credit).

If a Levelland High School student accrues these college credits while enrolled, then only five courses remain to obtain their Associate of Science:

- BCIS 1305,
- English 2332,
- English 2333,
- Math/Science,
- PE (two credits).

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Levelland ISD and Levelland High School partner with many organizations in the community. First and foremost, South Plains College is in our community and is a valuable partner in providing dual-credit courses that are taught at our high school, on the college campus or offered online. In addition students in Levelland ISD are fortunate that members of our community have created the Levelland ISD Foundation for Excellence (LIFE) which raises funds to reimburse students for the expense of their successfully completed dual-credit course.

In addition, we have agreements with South Plains College to provide articulated credit to any high school student who completes course with 80% success. Articulated Technical Credit is also an option for our students to earn college credit.

Our students who are participating in the Health Science—are afforded with industry experiences to follow mentors at health care facilities. Some of the sites who are our “Partners in Education” include Lynwood Manor (a retirement home), Levelland Nursing Home, College Avenue Veterinary Clinic, Covenant Hospital, and two local medical clinics—North and South.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Even though our community partners all make enhancements to our curriculum, two of our industry partners who will assist with curriculum development more extensively are our nursing homes—Lynwood Manor and Levelland Nursing Home. Employees at these two partner sites readily assist our students to be able to obtain their 40 hours of clinical experience so they are eligible to test for their Certified Nurses’ Aide (CNA) certificate. The students are able to shadow staff members in a variety of positions—CNA’s, nurses, laboratory & radiology personnel and even physicians—which helps high school learners investigate and select careers.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Once we implement these technical devices into our classrooms at Levelland High School, we will be able to utilize the Chromebooks for several years or more. Chromebooks were selected because they are more affordable than laptops and will perform almost every function of not only the laptop, but also of a tablet. Chromebooks will not allow printing, but files can be saved and printed from a flash drive. In addition, the longevity of Chromebooks can be extended because repair or maintenance is more cost effective. A screen can be quickly and affordably replaced on a Chromebook and it can be put back into action.

We do realize, however, that the Chromebooks will not last forever. We will take care of them with a technology-device agreement between the school and the home. Parents will be asked to assist in its replacement if their student is negligent. In addition, as our district begins exploring these devices for all high school students, we will ensure that there is a rotation of devices so that old ones can be replaced as needed.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

N/A—Levelland ISD is applying for Focus Area 3.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

N/A—Levelland ISD is applying for Focus Area 3.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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